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ABSTRACT

This is a performance audit of a Georgia Department of Education program designed to provide supplementary reading and mathematics instruction to educationally deprived public and private school students from low income or migrant families, as well as handicapped students and students residing in state-operated agencies for the neglected and delinquent. Information was obtained from internal documents, interviews with department personnel, and on-site reviews of 14 school systems. Several school systems were not spending all the allocated funds, serving less than half the students in need, not operating cost effectively, and not improving student academic achievement. Recommendations included analyzing school systems reporting Normal Curve Equivalent scores of zero or less, establishing effectiveness measures to determine program impact on individuals, exploring significant variations in per student costs to insure cost efficiency, improving estimates of eligible students and bringing actual numbers of participants up to grant application estimates, setting more specific guidelines based on multiple criteria for determining student eligibility, and consistently documenting technical and consulting assistance provided school systems. Tables list program expenditures, students served, and cost per student by county for fiscal year 1983. An appendix lists grant funds to local school systems for fiscal 1983 and 1984 by school system. (LFL)

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# PERFORMANCE AUDIT

## DEPARTMENT OF EDUCATION

## DIVISION OF SPECIAL PROGRAMS EDUCATION OF CHILDREN OF LOW INCOME FAMILIES PROGRAM

## SEPTEMBER, 1984

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DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL PROGRAMS
EDUCATION OF CHILDREN OF LOW INCOME FAMILIES PROGRAM

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September 19, 1984

The Honorable Joe Frank Harris, Governor
Members of the General Assembly
Members of the State Board of Education
and
The Honorable Charles F. McDaniel
State Superintendent of Schools

Ladies and Gentlemen:

The Department of Audits conducts financial and performance audits. Financial audits involve financial accountability and compliance with state laws, while performance audits deal with the operational efficiency and effectiveness of state programs in accomplishing their objectives.

This performance audit report is intended to provide information about the Education of Children of Low Income Families Program which operates within the Department of Education. A copy of this report has been filed as a permanent record with the State Auditor and made available to the press as required by Section 50-6-24 of the Georgia Code.

Respectfully submitted,

W. M. Nixon
State Auditor

WMN/mn

# DEPARTMENT OF EDUCATION
# EDUCATION OF CHILDREN OF LOW INCOME FAMILIES PROGRAM

## INTRODUCTION

The Education of Children of Low Income Families Program is administered by the Department of Education's Division of Special Programs within the Office of Instructional Services. The program is designed to provide supplementary instruction in reading and mathematics to educationally deprived public and private school students residing in areas with high concentrations of low income families. The program was established in Georgia in 1965 as a result of the Federal Title I Elementary and Secondary Education Act of 1965. Title I was superseded in July, 1982 by passage of the Education Consolidation and Improvement Act of 1981. Chapter I of the Act provides for educating children of low income families, children of migratory workers, handicapped students, and students residing in state operated agencies for the neglected and delinquent.

The program staff consists of a program unit director, a Chapter I coordinator, seven consultants, and clerical personnel. The unit coordinates the allocation of grants to local school systems. Designated personnel in the school systems oversee the use of funds and programmatic aspects locally.

In fiscal year 1983, approximately 37,900 children received program funded training in the 61 school systems

reporting statistical data. Each year, one-third of the 187 school systems in Georgia report their participation and evaluation data on a three-year cycle. Reading programs are provided to children in all 187 school systems; math programs were provided in 168 school systems.

Program funds, which are 100% federal, are allocated to counties based on the number of children from low income families residing in each county. The State Department of Education determines the amount of funds the county school systems are eligible to receive based on the number of children in local institutions for the neglected or delinquent, plus the number of children in low income families in each school system's jurisdiction. In fiscal year 1983, program funds totalling approximately $68.4 million were expended by the local school systems; approximately $78.5 million was budgeted for fiscal year 1984.

Information for this report was obtained from internal documents and through interviews with department personnel. On-site reviews were also conducted at 14 school systems. The State Auditor's Office expresses its appreciation to the Department of Education for the cooperation and assistance provided during this audit.

## SUMMARY OF AUDIT FINDINGS

The purpose of this report is to provide information concerning the current operations of the Education of Children of Low Income Families Program within the Division of Special Programs of the Department of Education. The following portions of the report describe the current functions of the program and include findings and recommendations for each area of operation.

As a result of this audit it has been determined that the program is not as effective as it could be because local school systems are not spending all of their allocated federal funds each year and they are serving only half of the students in need. In one school system, for example, only 9% of the students in need of supplemental reading instruction received program services. During the school year this system expended only 51% of its grant allocation. A total of $61,959 was carried over to the next fiscal year by this school system.

Analysis of expenditure data also indicated that some school systems may not be operating as cost efficiently as other systems. Of 20 school systems serving from 200 to 400 students, the program funds expended per student ranged from $238 to $868.

Program effectiveness data, as measured by Normal Curve Equivalent scores, indicates that some local programs may not be effective in improving students' academic achievement. Of 55 school systems reviewed, 19 (35%) had scores of zero or

less, indicating a lack of overall academic progress.

The findings noted during this review are summarized below and are discussed in greater detail in the following sections. The findings are presented in the order in which they occur in the report.

Program Administration — Page

1. Program funds are being carried over to succeeding fiscal years by some school systems even though they are serving only half the students in need of supplementary instruction. In fiscal year 1983, 13 of 61 systems which reported statistical data carried over at least 30% of their total available funds. Five of these school systems served less than half the students in need of reading instruction. Five of the 11 systems with supplementary math programs served less than half the students in need. — 7

2. State personnel should take a more active role in analyzing school systems reporting Normal Curve Equivalent scores of zero or less. A Normal Curve Equivalent score greater than zero is expected if a program has any positive impact. Of 55 school systems which reported scores for fiscal year 1983, 19 (35%) reported scores of zero or less. The parameters used when validating Normal Curve Equivalent scores also need reconsideration. — 9

3. Consideration should be given to establishing added effectiveness measures which could help determine the program's impact on an individual level and whether the effects are sustained over time. The federally mandated performance measure used evaluates aggregated data and is of limited value to local programs. — 10

4. The unit should analyze cost and participation data to determine why significant variations exist in costs per student among programs and to ensure the programs are cost efficient. Of 20 school systems which served from 200 to 400 students, the average expenditure of program funds per student ranged from $238 to $868. — 12

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5. Improvements are needed in the estimates of student participation by local school systems. The actual number of students in the programs and student-teacher ratios vary significantly from estimates submitted on grant applications. 13

6. The unit should consider more specific guidelines for determining which students should receive priority for services. 15

7. State personnel should continue to encourage school systems to have student participation in the program based on multiple criteria. 15

8. Improvements are needed regarding staff consultant activities. These improvements include consistently documenting consultant activities at the local level and compiling data on problems addressed through technical assistance to the school systems. 16

9. All 187 Georgia public school systems had reading programs in fiscal year 1984 while 169 (90%) had math programs. 16

The report has been discussed with the appropriate department personnel. Recommendations contained herein are not all-inclusive but are offered as possible alternatives to existing methods.

## PROGRAM OPERATIONS

The Division of Special Programs allocates grants to local school systems for the operation of the supplementary instruction programs. The programs are designed to accelerate achievement for disadvantaged students through remedial instruction so that they may function more closely to their academic grade level.

Funds allocated to each county are based on the number of children in local institutions for the neglected and delinquent, plus the number of children from low income families. School systems submit applications for funds which detail programmatic and financial aspects of their programs. The funds are used to pay for personal services expenses of teachers and program administrators, materials, equipment, and other supporting services. Appendix A of this report shows the expended grant funds for local programs for fiscal year 1983 and budgeted funds for fiscal year 1984.

Programs nationwide evaluate their effectiveness using Normal Curve Equivalent data. Use of this data allows pre- and post-test scores from various tests to be aggregated so that group scores among classrooms, schools, school systems, and states may be compared. Students receiving only regular classroom instruction are expected to maintain their academic position relative to others in their grade. Students participating in the program are expected to achieve at a faster rate than non-participating students and thereby show a

positive net gain in their Normal Curve scores.

Program consultants monitor school systems and provide technical assistance to programs throughout the state. Consultants assist local school systems in submitting and amending applications for program funds and conduct on-site visits to school systems.

## FINDINGS AND RECOMMENDATIONS

### Finding No. 1

School systems are not expending all of their annual grant allocations even though they are serving only half of the students needing supplementary instruction (educationally deprived). These unexpended funds are carried over by each system into the next fiscal year. Of the 61 systems which reported statistical data for fiscal year 1983, 13 carried over at least 30% of their total available funds (which include funds carried over from previous fiscal years). Data for these 13 systems is shown in Table I; data for all 61 systems is contained in Appendix B of this report.

As shown in the Table, the percentage of unexpended (carryover) funds ranged from 30% (Crawford County) to 49% (Towns County). The dollar amount of unexpended funds ranged from $28,807 (Dawson County) to $329,514 (Clayton County). The total dollar amount of unexpended funds for these 13 school systems was $1,995,[illegible]16.

It should also be noted that the amount of carryover funds increased for these school systems because they did not

TABLE I
PROGRAM EXPENDITURES AND STUDENTS SERVED
FISCAL YEAR 1983

| SCHOOL SYSTEM | PERCENTAGE SERVED OF THOSE IN NEED | | DOLLAR AMOUNT | EXPENDITURES AS PERCENTAGE OF: | | | UNEXPENDED ALLOCATION (CARRYOVER) | |
|---|---|---|---|---|---|---|---|---|
| | READING | MATH | EXPENDED | 1983 ALLOCATION | TOTAL FUNDS AVAILABLE(1) | AMOUNT BUDGETED | AMOUNT | PERCENTAGE |
| Towns County | 9% | 10% | $ 63,473 | 87% | 51% | 87% | $ 61,959 | 49% |
| Schley County | 47 | 22 | 71,054 | 98 | 58 | 99 | 51,251 | 42 |
| Wheeler County | 73 | (2) | 105,196 | 82 | 61 | 83 | 67,015 | 39 |
| Whitfield County | 66 | 44 | 301,875 | 84 | 63 | 87 | 177,916 | 37 |
| Clayton County | (3) | (3) | 596,042 | 73 | 64 | 78 | 329,514 | 36 |
| Dawson County | 21 | 42 | 50,981 | 76 | 64 | 96 | 28,807 | 36 |
| Colquitt County | 71 | 74 | 623,246 | 88 | 66 | 99 | 315,039 | 34 |
| Early County | 39 | 56 | 508,728 | 106 | 68 | 100 | 242,359 | 32 |
| Burke County | 64 | 77 | 704,832 | 84 | 69 | 98 | 309,915 | 31 |
| Floyd County | 34 | (2) | 203,372 | 84 | 69 | 78 | 90,721 | 31 |
| Marion County | 57 | 38 | 158,038 | 93 | 69 | 92 | 70,187 | 31 |
| Rome City | 52 | 70 | 364,632 | 89 | 69 | 91 | 166,536 | 31 |
| Crawford County | 51 | 50 | 201,773 | 97 | 70 | 90 | 84,697 | 30 |

(1) Includes funds carried over from previous fiscal years.
(2) Math program not offered.
(3) Information incomplete.

expend all of their 1983 grant allocation (excluding carryover from prior years). Actual expenditures ranged from 73% to 106% of the allocated funds, and from 78% to 100% of budgeted expenditures.

For the 13 systems show in the Table, the percentage of students served who needed supplemental reading instruction ranged from 9% to 73%. The percentage of students served who needed additional math instruction ranged from 10% to 77%.

Action should be taken to ensure that school systems provide program services to as many students as possible. Expenditures should be planned so that the amount of carryover funds is gradually reduced over time. Systems that consistently spend less than their basic allocation should have their funds reallocated. Program personnel should also monitor school systems to ensure that they do not consistently spend less than their budgeted expenditures.

Finding No. 2

State personnel should take a more active role in analyzing those school systems which report Normal Curve Equivalent scores of zero or less. Program documents indicate that a score of zero, which indicates normal student progress, would be expected if students received no supplemental training. A Normal Curve Equivalent score of greater than zero is expected if a program has any positive impact; scores of three or more points are considered substantial. As discussed below, program personnel should also consider

revising the parameters currently used to indicate which Normal Curve Equivalent scores are validated.

(A) Of 55 school systems which reported Normal Curve Equivalent scores for fiscal year 1983, 19 (35%) reported scores of zero or less. Four of these 19 systems had scores below minus six. Currently, no formal analysis is made of these programs to determine why they are not effective in attaining Normal Curve Equivalent scores of greater than zero. It should be noted that systems have the flexibility to design their own instructional programs, including the length of class periods, the number of grades taught, and the type of instructional method used.

(B) Consideration should be given to revising the parameters state personnel use when validating Normal Curve Equivalent scores. Currently, the validity of test scores will be confirmed only if scores are less than minus six or exceed plus 12. A review of scores from the 55 school systems reporting Normal Curve Equivalent data for fiscal year 1983 showed that 15 (27%) had scores between zero and minus six. Under current guidelines, these scores are not subject to being reviewed by program personnel.

Since one of the primary goals of the program is to facilitate the improvement of instruction in supplementary education, unit staff should use Normal Curve Equivalent data to help determine what programs and program components appear to be more effective. The parameters used when validating Normal Curve Equivalent scores need to be reconsidered. Any scores below zero should be analyzed to determine if the program is ineffective and why.

Finding No. 3

Consideration should be given to establishing effectiveness measures which could help determine the impact

of the program on individual students and whether the effects are sustained over time. These points are discussed below.

(A) The program effectiveness measure currently utilized (Normal Curve Equivalent) does not evaluate the program's impact on individual students and may not fully reflect the overall effectiveness of a school system's program. Normal Curve Equivalent units are aggregated data designed to show the impact supplemental instruction has on a group of students. Since the Normal Curve Equivalent data is an average of test scores, negative test scores attained by some students are offset by students showing substantial improvement. Of 14 school systems visited during the audit, 12 (86%) found Normal Curve Equivalent data to be of limited or no value in assessing their programs.

(B) Data is not maintained at the state or local level on the number of students who reach their academic grade level or improve their academic standing so that supplemental instruction is no longer needed. Although not required by federal regulations, this data could aid program personnel in determining the effectiveness of school systems in helping meet their students' academic needs. For example, an analysis of 115 students' records in one school system found that two (2%) reached grade level over a two-year period, while 12 (10%) were placed in special education, 34 (30%) moved from the area, 26 (23%) were still in the program, and 11 (10%) were removed from the program by parent request. The outcomes for 30 students (26%) could not be determined.

It should be noted that positive Normal Curve Equivalent scores do not necessarily correspond to decreases in the percentage of children performing below their academic grade level. Of 11 grades in six schools examined with substantial Normal Curve gains in grades 2, 6 or 10, the percentage of students below grade level had increased from the previous year in six of the 11 grades.

(C) State and federal regulations require school systems to conduct studies at least every three years to determine if their programs'

effects are sustained over time. This data is not collected or analyzed at the state level and school systems are not required to utilize the information once it is collected. It should be noted that sustained effects data for two (14%) of the 14 school systems visited during the audit could not be located.

State personnel should consider additional means of evaluating the effectiveness of local programs. Information on participants could be collected at the local level which would show reasons students are no longer in the program. Sustained effects data from a sample of schools could be analyzed annually by state staff during site visits to determine if program benefits are maintained.

Finding No. 4

The unit should analyze school system cost and participation data to ensure programs are serving as many students as feasible in a cost efficient manner. Both the percentage of students needing supplementary instruction who participated in the program and the program's cost per student range widely among school systems.

Table II shows participant and expenditure data for the 20 school systems reporting data for fiscal year 1983 that served from 200 to 400 students. As indicated in the table, the program expenditures per student ranged from $238 to $868. Appendix B in the report shows the program expenditures per student for all school systems reporting data for fiscal year 1983. It should be noted that Towns County, which served 43 students, had program expenditures of $1,476 per student.

TABLE II
COST PER STUDENT
FISCAL YEAR 1983

| SCHOOL SYSTEM | PERCENT SERVED OF THOSE IN NEED READING | MATH | EXPENDITURES FISCAL YEAR 1983 | NUMBER OF STUDENTS SERVED | PROGRAM EXPENDITURE PER STUDENT |
|---|---|---|---|---|---|
| Dawson County | 21% | 42% | $ 50,981 | 214 | $ 238 |
| Social Circle City | 56 | 79 | 108,255 | 383 | 283 |
| Wheeler County | 73 | (1) | 105,196 | 348 | 302 |
| Brantley County | 82 | (1) | 126,764 | 347 | 365 |
| Oconee County | 32 | 27 | 110,063 | 264 | 417 |
| Gilmer County | 40 | (1) | 172,446 | 342 | 504 |
| Paulding County | 46 | (1) | 180,207 | 343 | 525 |
| Habersham County | 46 | 24 | 190,109 | 345 | 551 |
| Haralson County | 29 | (1) | 142,818 | 252 | 567 |
| Union County | 75 | 73 | 150,753 | 258 | 584 |
| Crawford County | 51 | 50 | 201,773 | 344 | 587 |
| Taylor County | 44 | 16 | 208,863 | 349 | 598 |
| Catoosa County | 70 | (1) | 208,150 | 329 | 633 |
| Wilcox County | 35 | 35 | 170,582 | 268 | 637 |
| Carrollton City | 32 | 11 | 162,127 | 243 | 667 |
| Bleckley County | 81 | 91 | 188,723 | 280 | 674 |
| Jeff Davis County | 36 | 38 | 183,440 | 227 | 808 |
| Dalton City | 40 | 31 | 186,896 | 230 | 813 |
| Floyd County | 34 | (1) | 203,372 | 245 | 830 |
| Harris County | 30 | 42 | 239,683 | 276 | 868 |

(1) No supplementary math program.

The unit should more carefully evaluate local school systems' grant applications and expenditures to identify ways in which schools could operate in a more cost efficient manner and reduce program expenditures per student served. This evaluation should include determining whether systems are maximizing the number of children served who are in need of program services.

Finding No. 5

Improvements are needed by local school systems in their

estimates of student participation in their programs. The actual number of students in the programs and the student teacher ratios vary significantly from the estimates submitted on grant applications. These points are discussed below.

(A) The estimated number of students should more closely approximate the level of actual participants. The overall number of students in programs at the 14 school systems visited during the audit ranged from 73% to 99% of the anticipated number. Of the 76 grades participating in the 14 school systems visited, 20 (27%) had 75% or fewer actual students than anticipated while six (8%) had 125% or more than anticipated. The range of actual participants by grade was generally from 33% to 156% of estimated, but included two grades where the participation was 0% and 240% of actual. Inaccurate estimates may affect the number of teachers hired and result in a lower number of students participating in the program.

(B) School systems should increase the number of students per class session up to the maximum specified in the grant applications. When applying for funds, school systems indicate, by grade, the approximate number of students a teacher will be instructing each class session. Of the 14 schools visited during the audit, only one consistently maintained its classes at capacity for all grades. The remaining 13 schools held classes with student-teacher ratios as low as one-to-one even though the applications generally called for ratios of six-to-one and 12-to-one. The exact number of additional students who may have received program services if the classes had been at capacity could not be determined.

Improvements should be made in estimating the number of students who will participate in the programs. Classes should be filled to projected capacity where feasible so that services are utilized by the maximum number of children possible.

Finding No. 6

The unit should give consideration to creating more specific guidelines for determining which students should have priority for services. Local school systems' flexibility in deciding which children have the greatest need for services may result in some children not being served.

While some school systems give priority to students previously retained in grade, others give priority to those with the lowest scores on achievement tests or those students from one to three years below grade level. As a result, students on equivalent achievement levels in different school systems may not receive the same priority for service. Establishing guidelines would help ensure that students with similar achievement levels receive first consideration for service.

Finding No. 7

The unit should continue to encourage school systems to base student program participation on multiple criteria rather than on a single achievement test score. Participation criteria were analyzed for 25% of all programs. Of the 47 systems sampled, 21 (45%) had at least one grade in which only one test score was used to measure the students' degree of educational deprivation. In 15 school systems sampled (32%), all grades covered by program funds used one test to determine deprivation. State and federal regulations do not specify that multiple criteria need be used; however, the Educational

Testing Service and a 1982 Report to Congress evaluating the effects of the program indicated that using several criteria can result in a more accurate assessment of students' level of educational achievement.

Finding No. 8

Improvements are needed in the documentation of on-site reviews and technical assistance provided to local school systems. These points are discussed in the following paragraphs.

(A) Documentation of consultants' activities conducted at local systems should be consistently maintained. Consultants submit itineraries which may note the purpose of on-site visits; however, documentation of visits is limited to copies of monitoring checklists while other activities are not documented. The purpose of visits by consultants to 90 local programs in fiscal year 1984 could not be determined; these visits required a total of 157 man-days.

(B) Technical assistance provided by consultants to school systems should be recorded and compiled. No log is maintained to indicate what problems are discussed or the type of assistance provided during on-site visits or telephone calls.

Documentation of activities conducted during on-site reviews needs to be improved. State staff could identify areas needing increased attention based on records detailing the type of assistance requested by the school systems.

Finding No. 9

Programs were funded in all 187 Georgia public school systems during school year 1983-1984. The 187 systems all

have supplementary reading programs while 169 (90%) have supplementary math programs. Of the 18 school systems without math programs, four do not use state compensatory education funds to operate math programs. Reasons given for no math programs included: lack of adequate funding, needs assessment results, and local consensus to focus exclusively on reading.

## APPENDIX A
## GRANT FUNDS TO LOCAL PROGRAMS
## FISCAL YEARS 1983 AND 1984

| SCHOOL SYSTEM | EXPENDED FISCAL YEAR 1983 | BUDGETED FISCAL YEAR 1984 |
|---|---|---|
| Appling | $ 361,833 | $ 391,212 |
| Atkinson | 182,734 | 199,009 |
| Bacon | 148,968 | 188,593 |
| Baker | 125,458 | 127,242 |
| Baldwin | 387,859 | 406,124 |
| Banks | 87,747 | 116,924 |
| Barrow | 212,083 | 269,350 |
| Bartow | 269,242 | 274,788 |
| Ben Hill | 112,497 | 118,892 |
| Berrien | 244,273 | 229,909 |
| Bibb | 2,242,371 | 2,485,289 |
| Bleckley | 188,723 | 175,749 |
| Brantley | 126,764 | 137,317 |
| Brooks | 424,085 | 604,405 |
| Bryan | 164,434 | 183,096 |
| Bulloch | 871,493 | 675,862 |
| Burke | 704,832 | 712,977 |
| Butts | 223,153 | 192,559 |
| Calhoun | 329,897 | 309,883 |
| Camden | 173,811 | 260,026 |
| Candler | 216,171 | 183,904 |
| Carroll | 354,967 | 438,777 |
| Catoosa | 208,150 | 312,909 |
| Charlton | 139,644 | 160,578 |
| Chatham | 3,307,099 | 3,426,580 |
| Chattahoochee | 92,631 | 125,155 |
| Chattooga | 207,777 | 381,237 |
| Cherokee | 320,339 | 473,279 |
| Clarke | 549,751 | 551,801 |
| Clay | 196,675 | 203,622 |
| Clayton | 596,042 | 1,197,213 |
| Clinch | 211,309 | 185,765 |
| Cobb | 760,485 | 786,924 |
| Coffee | 458,939 | 628,303 |
| Colquitt | 623,246 | 756,080 |
| Columbia | 246,538 | 391,647 |
| Cook | 243,005 | 271,558 |
| Coweta | 464,096 | 566,770 |
| Crawford | 201,773 | 209,178 |
| Crisp | 547,706 | 530,815 |
| Dade | 137,455 | 153,478 |
| Dawson | 50,981 | 84,597 |
| Decatur | 635,919 | 725,933 |
| DeKalb | 1,072,261 | 1,714,224 |

| SCHOOL SYSTEM | EXPENDED FISCAL YEAR 1983 | BUDGETED FISCAL YEAR 1984 |
|---|---|---|
| Dodge | $ 356,349 | $ 462,571 |
| Dougherty | 1,511,108 | 2,182,997 |
| Douglas | 261,477 | 382,731 |
| Early | 508,728 | 587,003 |
| Echols | 84,060 | 65,544 |
| Effingham | 191,484 | 218,697 |
| Elbert | 357,906 | 322,356 |
| Emanuel | 508,890 | 402,548 |
| Evans | 233,821 | 248,763 |
| Fannin | 192,445 | 195,478 |
| Fayette | 135,241 | 123,129 |
| Floyd | 203,372 | 288,089 |
| Forsyth | 157,040 | 306,088 |
| Franklin | 150,624 | 162,291 |
| Fulton | 1,061,485 | 1,203,399 |
| Gilmer | 172,446 | 163,085 |
| Glascock | 72,137 | 60,135 |
| Glynn | 616,726 | 631,515 |
| Gordon | 189,313 | 192,735 |
| Grady | 383,820 | 534,337 |
| Greene | 289,357 | 295,012 |
| Gwinnett | 395,531 | 490,292 |
| Habersham | 190,109 | 221,759 |
| Hall | 440,130 | 595,694 |
| Hancock | 368,098 | 356,022 |
| Haralson | 142,818 | 219,565 |
| Harris | 239,683 | 237,527 |
| Hart | 288,269 | 281,905 |
| Heard | 82,375 | 106,618 |
| Henry | 351,024 | 448,031 |
| Houston | 597,323 | 813,707 |
| Irwin | 291,544 | 316,332 |
| Jackson | 135,731 | 128,799 |
| Jasper | 145,913 | 143,539 |
| Jeff Davis | 183,440 | 186,873 |
| Jefferson | 561,943 | 631,579 |
| Jenkins | 304,309 | 355,546 |
| Johnson | 227,120 | 191,686 |
| Jones | 173,273 | 262,517 |
| Lamar | 148,991 | 182,565 |
| Lanier | 125,771 | 100,535 |
| Laurens | 512,778 | 411,876 |
| Lee | 238,543 | 215,280 |
| Liberty | 487,314 | 644,889 |
| Lincoln | 152,878 | 161,556 |
| Long | 126,768 | 126,491 |
| Lowndes | 317,598 | 364,987 |
| Lumpkin | 134,277 | 125,637 |

| SCHOOL SYSTEM | EXPENDED FISCAL YEAR 1983 | BUDGETED FISCAL YEAR 1984 |
|---|---|---|
| McDuffie | $ 517,121 | $ 331,336 |
| McIntosh | 139,209 | 231,101 |
| Macon | 158,038 | 561,490 |
| Madison | 305,828 | 219,754 |
| Marion | 207,973 | 178,090 |
| Meriwether | 454,178 | 536,869 |
| Miller | 260,874 | 238,066 |
| Mitchell | 332,313 | 371,522 |
| Monroe | 174,535 | 187,108 |
| Montgomery | 156,111 | 86,572 |
| Morgan | 307,932 | 300,874 |
| Murray | 151,884 | 239,478 |
| Muscogee | 2,752,061 | 2,630,648 |
| Newton | 396,267 | 419,531 |
| Oconee | 110,063 | 112,531 |
| Oglethorpe | 119,327 | 174,762 |
| Paulding | 180,207 | 208,085 |
| Peach | 309,114 | 502,276 |
| Pickens | 131,390 | 160,052 |
| Pierce | 243,249 | 247,412 |
| Pike | 133,520 | 139,301 |
| Polk | 452,961 | 450,138 |
| Pulaski | 250,926 | 303,531 |
| Putnam | 191,918 | 169,483 |
| Quitman | 106,440 | 94,325 |
| Rabun | 125,623 | 138,918 |
| Randolph | 345,595 | 425,078 |
| Richmond | 2,159,479 | 2,678,821 |
| Rockdale | 211,465 | 276,173 |
| Schley | 71,054 | 101,285 |
| Screven | 361,718 | 384,005 |
| Seminole | 197,156 | 175,817 |
| Spalding | 557,979 | 768,519 |
| Stephens | 193,558 | 206,795 |
| Stewart | 214,652 | 224,023 |
| Sumter | 263,019 | 317,356 |
| Talbot | 263,585 | 273,484 |
| Taliaferro | 98,134 | 98,187 |
| Tattnall | 409,885 | 405,585 |
| Taylor | 208,863 | 221,572 |
| Telfair | 282,220 | 310,058 |
| Terrell | 449,667 | 388,911 |
| Thomas | 438,928 | 486,214 |
| Tift | 500,766 | 607,404 |
| Toombs | 243,821 | 244,257 |
| Towns | 63,473 | 96,048 |
| Treutlen | 158,652 | 166,007 |
| Troup | 152,468 | 168,650 |
| Turner | 235,176 | 256,710 |

| SCHOOL SYSTEM | EXPENDED FISCAL YEAR 1983 | BUDGETED FISCAL YEAR 1984 |
|---|---|---|
| Twiggs | $ 284,516 | $ 248,369 |
| Union | 150,753 | 175,510 |
| Upson | 197,440 | 171,082 |
| Walker | 435,304 | 413,718 |
| Walton | 245,032 | 310,101 |
| Ware | 151,840 | 164,254 |
| Warren | 245,630 | 189,741 |
| Washington | 531,233 | 568,623 |
| Wayne | 301,012 | 319,816 |
| Webster | 106,475 | 114,107 |
| Wheeler | 105,196 | 164,615 |
| White | 100,141 | 118,257 |
| Whitfield | 301,875 | 383,885 |
| Wilcox | 170,582 | 202,597 |
| Wilkes | 346,843 | 305,966 |
| Wilkinson | 211,319 | 205,357 |
| Worth | 476,566 | 508,224 |
| Americus | 378,842 | 373,241 |
| Atlanta | 7,457,096 | 8,922,502 |
| Bremen | 23,834 | 20,585 |
| Buford | 74,293 | 102,625 |
| Calhoun | 55,718 | 60,945 |
| Carrollton | 162,127 | 198,821 |
| Cartersville | 69,331 | 107,385 |
| Chickamauga | 0 | 11,860 |
| Commerce | 52,569 | 53,376 |
| Dalton | 186,896 | 203,848 |
| Decatur | 225,921 | 302,608 |
| Dublin | 327,109 | 457,255 |
| Fitzgerald | 216,451 | 259,145 |
| Gainesville | 178,648 | 202,373 |
| Hogansville | 2,166 | 73,623 |
| Jefferson | (1) | 90,344 |
| LaGrange | 441,974 | 448,934 |
| Marietta | 286,900 | 347,206 |
| Pelham | 144,763 | 146,112 |
| Rome | 364,632 | 467,715 |
| Social Circle | 108,255 | 111,648 |
| Thomaston | 133,709 | 135,453 |
| Thomasville | 436,213 | 440,854 |
| Trion | (2) | (2) |
| Valdosta | 693,200 | 684,407 |
| Vidalia | 194,591 | 259,609 |
| Waycross | 397,434 | 460,994 |
| West Point | 107,521 | 154,967 |
| Total | $68,361,982 (3) | $78,481,999 |

(1) Information incomplete.
(2) Merged program with Chattooga County.
(3) Excludes $600,000 expended by nine school systems for summer sessions.

APPENDIX B

PROGRAM EXPENDITURES AND STUDENTS SERVED(1)

FISCAL YEAR 1983

| | PERCENT SERVED OF THOSE IN NEED READING | MATH | TOTAL STUDENTS SERVED | CARRYOVER FUNDS FROM PRIOR YEARS | FISCAL YEAR 1983 ALLOCATION | TOTAL FUNDS AVAILABLE | AMOUNT BUDGETED | AMOUNT EXPENDED | TOTAL CARRYOVER | CARRYOVER AS PERCENT OF FUNDS AVAILABLE | PROGRAM EXPENDITURE PER STUDENT |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Baldwin County | 25% | 18% | 783 | $ 16,456 | $ 447,886 | $ 464,342 | $ 390,955 | $ 387,859 | $ 76,483 | 16 % | $ 508 |
| Barrow County | 27 | 26 | 613 | 20,797 | 215,122 | 235,919 | 225,096 | 212,083 | 23,836 | 10 | 346 |
| Bibb County | 110 | 92 | 4,030 | 461,152 | 2,428,252 | 2,889,404 | 2,378,709 | 2,242,371 | 647,033 | 22 | 556 |
| Bleckley County | 81 | 91 | 280 | 23,111 | 202,633 | 225,744 | 193,144 | 188,723 | 37,021 | 16 | 674 |
| Brantley County | 82 | (2) | 347 | 20,104 | 119,091 | 139,195 | 130,003 | 126,764 | 12,431 | 9 | 365 |
| Buford City | 25 | 14 | 146 | 2,448 | 76,432 | 78,880 | 75,742 | 74,293 | 4,587 | 6 | 509 |
| Burke County | 64 | 77 | 1,340 | 177,074 | 837,673 | 1,014,747 | 720,795 | 704,832 | 309,915 | 31 | 526 |
| Calhoun City | (3) | (3) | (3) | 3,931 | 54,770 | 58,701 | 57,241 | 55,718 | 2,983 | 5 | (3) |
| Carroll County | 91 | (2) | 880 | 89,997 | 368,696 | 458,693 | 374,851 | 354,967 | 103,726 | 23 | 403 |
| Carrollton City | 32 | 11 | 243 | 44,623 | 164,509 | 209,132 | 169,404 | 162,127 | 47,005 | 22 | 667 |
| Catoosa County | 70 | (2) | 329 | 26,620 | 247,718 | 274,338 | 211,251 | 208,150 | 66,188 | 24 | 633 |
| Chattooga County | 48 | (2) | 436 | 37,042 | 241,246 | 278,288 | 213,134 | 207,777 | 70,511 | 25 | 477 |
| Clayton County | (3) | (3) | (3) | 106,216 | 819,340 | 925,556 | 762,643 | 596,042 | 329,514 | 36 | (3) |
| Cobb County | 67 | 62 | 857 | 184,664 | 731,544 | 916,208 | 776,287 | 760,485 | 155,723 | 17 | 887 |
| Colquitt County | 71 | 74 | 1,174 | 233,716 | 704,569 | 938,285 | 631,889 | 623,246 | 315,039 | 34 | 531 |
| Cook County | 47 | 44 | 772 | 9,478 | 273,113 | 282,591 | 251,400 | 243,005 | 39,586 | 14 | 315 |
| Crawford County | 51 | 50 | 344 | 78,361 | 208,109 | 286,470 | 224,789 | 201,773 | 84,697 | 30 | 587 |
| Dalton City | 40 | 31 | 230 | 15,453 | 188,785 | 204,238 | 187,818 | 186,896 | 17,342 | 9 | 813 |
| Dawson County | 21 | 42 | 214 | 13,103 | 66,685 | 79,788 | 52,973 | 50,981 | 28,807 | 36 | 238 |
| Decatur County | 61 | 57 | 1,609 | 86,312 | 726,476 | 812,788 | 672,835 | 635,919 | 176,869 | 22 | 395 |
| Early County | 39 | 56 | 762 | 270,577 | 480,510 | 751,087 | 508,728 | 508,728 | 242,359 | 32 | 668 |
| Elbert County | 47 | 54 | 736 | 21,709 | 355,975 | 377,684 | 377,684 | 357,906 | 19,778 | 5 | 486 |
| Floyd County | 34 | (2) | 245 | 51,115 | 242,978 | 294,093 | 261,737 | 203,372 | 90,721 | 31 | 830 |
| Gainesville City | 37 | 43 | 534 | 16,033 | 220,337 | 236,370 | 185,287 | 178,648 | 57,722 | 24 | 335 |
| Gilmer County | 40 | (2) | 342 | 37,164 | 161,916 | 199,080 | 172,446 | 172,446 | 26,634 | 13 | 504 |
| Glascock County | 79 | 69 | 127 | 16,008 | 69,529 | 85,537 | 72,808 | 72,137 | 13,400 | 15 | 568 |
| Habersham County | 46 | 24 | 345 | 3,051 | 207,157 | 210,208 | 190,109 | 190,109 | 20,099 | 10 | 551 |
| Hall County | 72 | 63 | 755 | 125,898 | 491,852 | 617,750 | 479,775 | 440,130 | 177,620 | 29 | 583 |
| Hancock County | 29 | 22 | 804 | 45,736 | 373,834 | 419,570 | 390,681 | 368,098 | 51,472 | 12 | 458 |
| Haralson County | 29 | (2) | 252 | 16,117 | 164,033 | 180,150 | 150,650 | 142,818 | 37,332 | 21 | 567 |
| Harris County | 30 | 42 | 276 | 41,596 | 238,119 | 279,715 | 243,268 | 239,683 | 40,032 | 14 | 868 |
| Irwin County | 62 | 59 | 636 | 98,348 | 292,400 | 390,748 | 299,378 | 291,544 | 99,204 | 25 | 458 |
| Jeff Davis County | 36 | 38 | 227 | 38,996 | 179,297 | 218,293 | 192,731 | 183,440 | 34,853 | 16 | 808 |
| Jefferson City | 50 | 20 | 298 | 15,518 | 91,787 | 107,305 | 96,980 | (3) | (3) | (3) | (3) |
| Lee County | 28 | 33 | 475 | 72,508 | 214,538 | 287,046 | 248,610 | 238,543 | 48,503 | 17 | 502 |
| Lowndes County | 54 | 45 | 454 | 87,384 | 336,438 | 423,822 | 331,121 | 317,598 | 106,224 | 25 | 700 |
| Marion County | 57 | 38 | 443 | 57,738 | 170,487 | 228,225 | 172,003 | 158,038 | 70,187 | 31 | 357 |
| McDuffie County | 79 | 23 | 832 | 47,986 | 354,309 | 402,295 | 316,631 | 305,828 | 96,467 | 24 | 368 |
| Miller County | 62 | 53 | 421 | 82,788 | 231,443 | 314,231 | 263,122 | 260,874 | 53,357 | 17 | 620 |
| Morgan County | 34 | 30 | 553 | 93,673 | 294,543 | 388,216 | 322,239 | 307,932 | 80,284 | 21 | 557 |
| Oconee County | 32 | 27 | 264 | 25,221 | 118,579 | 143,800 | 133,631 | 110,063 | 33,737 | 23 | 417 |
| Paulding County | 46 | (2) | 343 | 43,008 | 183,107 | 226,115 | 189,794 | 180,207 | 45,908 | 20 | 525 |
| Quitman County | 100 | 100 | 164 | 37,992 | 99,054 | 137,046 | 109,425 | 106,440 | 30,606 | 22 | 649 |
| Rabun County | 45 | (2) | 442 | 32,346 | 143,104 | 175,450 | 129,515 | 125,623 | 49,827 | 28 | 284 |
| Randolph County | 44 | 46 | 744 | 112,230 | 356,214 | 468,444 | 362,981 | 345,595 | 122,849 | 26 | 465 |
| Richmond County | 40 | 32 | 4,045 | 472,567 | 2,156,806 | 2,629,373 | 2,240,765 | 2,159,479 | 469,894 | 18 | 534 |
| Rome City | 52 | 70 | 830 | 120,294 | 410,874 | 531,168 | 401,216 | 364,632 | 166,536 | 31 | 439 |
| Schley County | 47 | 22 | 146 | 50,158 | 72,147 | 122,305 | 71,710 | 71,054 | 51,251 | 42 | 487 |
| Seminole County | 53 | 62 | 601 | 77,844 | 167,630 | 245,474 | 199,310 | 197,156 | 48,318 | 20 | 328 |
| Social Circle City | 56 | 79 | 383 | 16,826 | 113,528 | 130,354 | 108,992 | 108,255 | 22,099 | 17 | 283 |
| Taylor County | 44 | 16 | 349 | 8,549 | 224,538 | 233,087 | 209,854 | 208,863 | 24,224 | 10 | 598 |
| Thomasville City | 50 | 47 | 656 | 149,824 | 392,702 | 542,526 | 438,888 | 436,213 | 106,313 | 20 | 665 |
| Towns County | 9 | 10 | 43 | 52,333 | 73,099 | 125,432 | 73,053 | 63,473 | 61,959 | 49 | 1,476 |
| Union County | 75 | 73 | 258 | 48,658 | 156,201 | 204,859 | 159,556 | 150,753 | 54,106 | 26 | 584 |
| Washington County | 57 | 47 | 822 | 143,781 | 573,846 | 717,627 | 583,335 | 531,233 | 186,394 | 26 | 646 |
| Waycross City | 71 | 45 | 658 | 32,770 | 452,533 | 485,303 | 437,200 | 397,434 | 87,869 | 18 | 604 |
| Wayne County | 50 | (2) | 1,109 | 70,984 | 330,736 | 401,720 | 302,928 | 301,012 | 100,708 | 25 | 271 |
| Wheeler County | 73 | (2) | 348 | 44,584 | 127,627 | 172,211 | 126,489 | 105,196 | 67,015 | 39 | 302 |
| White County | 27 | 19 | 135 | 11,605 | 118,103 | 129,708 | 114,249 | 100,141 | 29,567 | 23 | 742 |
| Whitfield County | 66 | 44 | 444 | 118,779 | 361,012 | 479,791 | 348,239 | 301,875 | 177,916 | 37 | 680 |
| Wilcox County | 35 | 32 | 268 | 2,089 | 204,299 | 206,388 | 183,328 | 170,582 | 35,806 | 17 | 637 |
| Totals | 51% | 40% | 37,176 | $4,563,043 | $21,129,870 | $25,692,913 | $20,901,405 | $19,697,162 | $5,888,446 | 24 % | $ 530 |

(1) For the 61 school systems that reported data for fiscal year 1983.
(2) No math program offered.
(3) Information incomplete.



BEST COPY AVAILABLE